# Teacher

# Evaluation

# American Falls School District

# Table of Contents

# Evaluation

# Guidelines

## I. Introduction:

Changes are occurring at both the state and national level by educational organizations which craft policy relative to accountability and assessment. Both state and national agencies are developing standards based upon what students should know and be able to do. It is a logical and important step to develop standards for what teachers must know and be able to do. Current research and practice in teacher evaluation was used in the development of the instrument drawing on the expertise of the National Board for Professional Teaching Standards, the Association of Supervision and Curriculum Development, The Praxis Series: Professional Assessments for Beginning Teachers, Educational Testing Service, and <u>A Framework For Teaching, Enhancing Professional Practice</u>.

Use of a framework and Pathwise software for evaluation of the certified staff is driven by a need to clearly identify expectations for teacher performance, establish consistency in evaluation, and most importantly to incorporate reflection and self-assessment into the evaluation process.

All evaluations, including that of our teachers, must be authentic. They should be governed by what the individual does each day. Just as we strive to make assessment a positive learning experience for students so, too, should we strive for this for our teachers. It would be an abuse of the Framework evaluation process to use it as a means of arriving at an overall rating score for teacher performance. The system is not intended in any way to be used as a basis for a teacher merit pay system. It is our hope that this evaluation process will help improve and inform our teaching craft and practice. We believe the process should be self-reflective and aimed at improvement. It is based on professional trust and collaboration. This process recognizes the complexities of good teaching and the value of good professional practice and finally, it allows for multiple forms of assessment and flexibility in documenting competency and growth.

**District 381's assessment system reflects current trends:**

> **the use of multiple sources of information to evaluate teaching in additions to direct classroom observation (for example, student work, teacher artifacts, planning documents, teacher reflection)**
> **an emphasis on teacher self-assessment, reflection and collegial support**
> **a role for teacher autonomy in the assessment process, combined with adherence to accepted measurement principles in the assessment processes for accountability purposes**
> **the use of multi-year assessment cycles, with different procedures for teachers in different phases of the cycle (Newport News 1:9)**

General Statement of Policy: "Each supervisor shall evaluate the individual performance of each professional employee under his/her direct supervision at least once each year and discuss the results of the evaluation with the employee."

## A. Statement of Philosophy

The primary purpose of evaluation is to improve the quality of instruction. Supervision and evaluation of professional employees involve a cooperative process between staff member and administrator for the purposes of identifying and documenting the performance of individual staff members.

## B. Statement of Purpose

The evaluation shall be conducted with each teacher to provide services as follows:

> So that each professional teacher knows how he or she is performing in his or her assignment.
> So that each teacher will be aware of both his/her strong points and weak points and areas where improvement, if any, is needed.

> To provide an opportunity for the supervisor and the teacher to discuss objectively the employee's job performance and mutually agree upon goals and objectives.

> To provide the following information to a teacher whose performance necessitates the imposition of probation or nonrenewal of contract:

1. Written notice of the specific areas of unsatisfactory performance.

2. A reasonable time period to make corrections.

3. Adequate supervision, assistance, and evaluation during the period of probation.

All monitoring or observation of the performance of a teacher shall be conducted openly and with full knowledge of the employee.

C. Framework

The Teacher Evaluation Process is based upon a framework for teaching which centers on 4 domains of this practice.

DOMAIN 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy
Component 1b: Demonstrating knowledge of Students
Component 1c: Selecting Instructional Goals
Component 1d: Demonstrating Knowledge of Resources
Component 1e: Designing Coherent Instruction
Component 1f: Assessing Student Learning

DOMAIN 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport
Component 2b: Establishing a Culture for Learning
Component 2c: Managing Classroom Procedures
Component 2d: Managing Student Behavior
Component 2e: Organizing Physical Space

DOMAIN 3: Instruction

Component 3a: Communicating Clearly and Accurately
Component 3b: Using Questioning and Discussion Techniques
Component 3c: Engaging Students in Learning
Component 3d: Providing Feedback to Students
Component 3e: Demonstrating Flexibility and Responsiveness

DOMAIN 4: Professional Responsibilities

Component 4a: Reflecting on Teaching
Component 4b: Maintaining Accurate Records
Component 4c: Communicating with Families
Component 4d: Contributing to the School and District
Component 4e: Growing and developing professionally
Component 4f: Showing Professionalism

The domains and components for ancillary and extracurricular staff rely on domains and components appropriate to their framework for evaluation. (See V. Performance Descriptors.) The evaluation process for ancillary staff will be adjusted according to their job description's domains and components.

D. Performance Continuum

The continuum ranges from describing teachers who are striving to master the rudiments of teaching to highly accomplished professionals who are able to share their expertise.

> The teacher does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the teacher to grow and develop in this area.

> The teacher appears to understand the concepts underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers, and experience (particularly supported by a mentor) will enable the teacher to become proficient in this area

> The teacher clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.

> Teachers at this level are master teachers and make a contribution to the field, both in and outside their school. Their classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning.

II. **Evaluation Cycles - Formal Evaluation Cycle**

Renewable Contract Teachers: Tenured teachers will be evaluated at least once annually. (Idaho Code 33-515) Every fourth year these teachers participate in the summative evaluation cycle. The interim years (one, two and three) allow the completion of a mutually agreed upon growth plan. *The initial placement of the renewable contract teachers will be staggered into one of the four years of the cycle.*

A. Annual Contract Teachers (Category Two and Three): Nontenured teachers will be observed at least two (2) times during the year. One (1) observation must be made prior to January 1. (ID Code 33-514) All of the observations must be made before March 1.

B. Limited Contract Teachers (Category One): During the course of the year an individual is employed on a two (2) year limited contract, the school district will use the same evaluation process as is utilized for annual contract teachers. (ID Code 33-514)

III. **Summative Evaluation Cycle**

The summative evaluation cycle is for Category 1, 2 and 3 teachers and the renewable contract teachers in this cycle. The observation cycle is a multi-step cycle carried out for each observation.

> Pre-observation activities
>> 1. Detailed lesson plan or something similar such as the
>> 2. Instruction Plan for a Single Lesson (p. 42, Danielson)
> Formal Observation (2 required for Category 1, 2 and 3; *one for renewable contract teachers in their summative year of the cycle*)
> Informal observations (walk throughs)
> Post observation conference
> Follow up activities

## A. Pre-observation Activities

The primary outcome is for the teacher and administrator to identify cooperatively specific components/elements that will be included in the evaluation process. The emphasis during the pre-conference is professional dialogue and trust development. The following are recommended pre-observation procedures.

The teacher and evaluator discuss the activity to be observed. Possible elements may include the following:

- components to be observed

- goals for the lesson

- lesson design (what the teacher and students will do)

- anticipated difficulties

- instructional materials and/or resources

- assessment

*It is recommended that all non-continuing teacher be evaluated based on the following:*
*Domain 1 (c) Selecting Instructional Goals*
*Domain 2 (b) Establishing a Culture for Learning*
*Domain 3 (c) Engaging students in learning*
*Domain 4 (a) Reflecting on teaching*

*During the second and third years of evaluation, the teacher and administrator determine which alternative components to focus on. All continuing contract teachers will be evaluated based on any component in Domain 2 and 3 and any others as needed.*

## B. Formal observation is scheduled.

Observations will be conducted openly and with the full knowledge of the teacher. The number of visits mentioned is a minimum. Additional observations may be scheduled as the need arises. Each observation should be at least one (1) instructional period in length or for sufficient time to make an adequate performance judgment. All formal observations should be followed by a post-conference between the teacher and the supervisor. Either the teacher or the supervising administrator may request a third party to observe the teacher. The teacher has the option to reply to the administrator's comments on the observation report.

Observations will vary in duration and frequency depending on the component/elements that have been identified for feedback.

SIOP principles should be defined whenever apparent as examples.

## C. Informal Observations (walk throughs):

Informal observations and walk throughs of a classroom or related activities do not require a post-observation conference. A note or memo to the teacher related to a component of the framework will be provided to the teacher.

## D. Post Observation Conference

This conference is a feedback mechanism for the teacher who has been formally observed. The post-conference will provide the opportunity for the teacher and the evaluator(s) to review the results of a formal classroom observation. It "provides an opportunity for the teacher to reflect upon a particular lesson to determine if their instructional goals were met and how they might teach the same topic or concept another time." Discussion should focus on, but is not limited to, the classroom environment and instruction. Formal or informal follow-up activity recommendations will be discussed at this time.

## E. Follow-up Activities

1. Informal: Activities discussed during the post-conference that may be implemented to enhance teacher performance. Implementation of specific activities is at the discretion of the teacher.

2. Formal:

   a. Remediation Process

   When an administrator feels that a teacher needs assistance to improve job performance, prior to the recommendation that the teacher be placed on probation, the administrator must work informally with the teacher and identify concerns about the teacher's performance.

   When applicable, the following process will be utilized:

   - Conduct classroom observations, including pre and post observation conferences.
   - Recommend observations of other classrooms.
   - Form a remediation team. The makeup of this team will be mutually agreed upon with input from the teacher and the administrator(s). The team will be responsible for the following:

     1. Meeting with the teacher and administrator to discuss concerns

     2. Identifying further strategies for assistance and improvement

     3. Developing a mutually agreed upon timeline. It is strongly recommended that the timeline be not less than one grading period and include a beginning of a new grading period.

   Each step of the remediation process, including observations, identification of concerns, and pre-post conference notes shall be documented and initialed by both the teacher and the administrator.

   If the identified concerns persist, a summative evaluation may then be conducted in accordance with the evaluation process and a referral for probation may be made.

   A teacher may participate in the Peer Assistance Program during remediation or after being placed on probation.

   b. Probation, Contract Renewal, or Dismissal

   1) Noncontinuing Contract Staff:

   Definition: The renewal of a contract for any teacher during the first three (3) years of service with the same school district may be denied by a school board, except reasons must be given in writing by May 15 and an opportunity provided for an informal review before the Board. (Idaho Code 33 – 513)

   Condition of Probation: Noncontinuing contract teachers will be notified of their contract renewal not later than April 1 except for those on probation. In cases of probation, the District shall have until May 15 to notify the employee of renewal or nonrenewable.

Where unsatisfactory performance is identified by the principal or District administrator prior to the beginning of the second semester or at a subsequent evaluation, such performance will be noted in writing, and reviewed with the teacher. The principal and/or supervisor will recommend to the Board that the teacher be placed on probation. If the Board adopts the recommendation, probation will continue until the time for the reissuing of the yearly contract. Such teacher shall be duly notified in writing of the areas of work that are deficient, including the conditions of probation.

a) Probation: A probationary professional employee shall be notified in writing whether he or she will be employed for the ensuing year prior to May 15 of each year. The building principal or appropriate supervisor shall provide the employee with definite positive assistance. In no case shall a teacher be dismissed without just cause.

b) Termination: In the event the Board of Trustees has decided not to re-employ the certificated employee, then a notice must be given containing a statement of the reason for such a decision, and the employee shall be given the opportunity for an informal review of the decision before the Board. (Section 33-513 (5) Idaho Code)

2) Continuing Contract Staff:

Definition: Certificated professional employees who have been employed in the District for three (3) or more consecutive years are considered to be on continuing contract status. An interruption in service, except for leave approved in the Master Agreement, returns a staff member to noncontinuing contract status.

Conditions of Probation: A probationary period shall be provided by the Board to any employee whose performance is judged to be unsatisfactory. The specific areas of unsatisfactory performance along with provisions for adequate supervision and direction for remediation will be defined in writing to the teacher, and a reasonable time period will be specified for improvement to be made and satisfactory performance demonstrated on a continuing basis. Extra observations will be made to assure adequate supervision and evaluation during the period of probation.

Upon completion of the time established for a probationary period, the performance of the teacher will be reviewed by the principal and/or the supervisor involved and the appropriate level District administrators, at which time a decision will be made to remove the teacher from probation, continue the teacher on probation subject to specific terms and conditions, or to recommend termination under the appropriate Board procedure.

a) Nonrenewable Procedure: In the event of a recommendation for discharge or non-  renewal by the Superintendent or other duly authorized administrative officer of the School District, a written recommendation will be provided to the Board. Teachers on continuing contract shall be notified in writing before April 1 of each year concerning the renewal or non-renewal of their contract except for a teacher on probation in which case notice will be sent no later than May 15. In the event the Superintendent recommends non-renewal or discharge, the Board of Trustees shall give the affected employee written notice of the allegations and the recommendation of discharge or nonrenewable, together with written notice of hearing before the Board prior to any determination by the Board as to the truth of the allegations contained in such administrative recommendation. Such reasons shall show just and reasonable cause. The procedures to be followed in the event of termination or nonrenewable of a contract for a tenured employee are contained in Idaho Code, Sections 33-513 (5) and 33-515.

b) Probation: The building principal or appropriate supervisor shall provide the employee with definite positive assistance. In no case shall a teacher be dismissed without just cause.

c) Discharge During the Contract Term:

No professional employee, except the Superintendent, shall be discharged during a contract term except pursuant to the procedures set forth in 33-513 (5) of the Idaho Code.

IV. Formative Observation   (years 1, 2, 3 of the four-year cycle for renewable contract teachers)

Those renewable contract teachers not involved in the fourth year summative assessment participate in formative assessment (years one, two, three).

The teacher selects, with the approval of an administrator, suitable growth goals(s) for focus based upon selected components or elements of the appropriate rubrics by November 15. Documentation is mutually agreed upon. Examples of documentation include a professional growth plan, planning documents, samples of student work, records of communication with families or participation in professional events, and videotapes of classroom practice.

Some activities for professional growth to support a growth goal could include, but are not limited to, the following:

- observation of and discussion with teachers known to be skilled in the area identified for focus
- attendance at workshops, courses, and staff development meetings
- focused reading of books and articles, watching of videos of practice (such as those offered through the Idaho Classroom of Accomplished Teachers)
- collection and analysis of student work from one's own teaching
- interviews with members of the community and attendance at community events
- creation and analysis of videos of one's own classroom
- analysis of test results to determine areas of need for one's students

The list of possible activities to support a growth goal is virtually endless. The critical consideration is how an activity enables a professional educator to move towards an important goal.

A. The teacher's thoughts for a growth goal are discussed during a conference with the administrator by November 15. Naturally, the administrator may have his or her own suggestions for suitable growth areas for the teacher. The conference provides an opportunity to compare notes on perceptions of need and then arrive at consensus regarding a growth goal. The growth goal should represent consensus between the teacher and the administrator.

B. Implementation months for the growth plan:

The implementation of the growth plan will conclude by the last contract day. Teachers who desire to continue the Professional Growth Plan during the summer may request an extension from their administrator.

C. Final activity of the formative process:

As the final activity of the formative process, teachers review the evidence they have collected and the professional growth activities in which they participated throughout the year. They reflect on their growth goals(s) and how the evidence of their activities contributes to the progress towards the goal(s). As a vehicle for this reflection, they submit a formative assessment summary and submit it to their administrator prior to the teacher's last contract day. With approval, this summary may be submitted after the last contract day.

# Monitoring and Evaluation of District Policy

1.  The district evaluation policy will be monitored and evaluated yearly by the staff and administration for changes and recommendations to the school board.

2.  The QSC (Quality Schools Committee) made up of parents, teachers, administrators and staff will provide this ongoing review of the teacher evaluation plan.

3.  Each year the district will provide course work, training and other professional development for persons responsible for evaluations (principals and directors) as well as training for teachers to know and understand the ongoing process. The district will provide and fund the evaluation program training.

    The district will be evaluated based on information gathered through informal interviews to provide continued enhancement of the evaluation tool.

4.  Permanent records of each certified personnel will be maintained in the employees personnel file in the district office. All evaluation records are kept confidential as outlined in local, state and federal regulations.

# Summative Evaluation Sheet

# American Falls School District
## Feedback Report

**Teacher Name:**
**Grade:** 5
**Subject:** Reading
**Report Period Start:** 11/4/2010
**Report Period End:** 11/25/2010
**Observer Name:** chris torgesen

## DOMAIN 1 - PLANNING AND PREPARATION

### 1c: Selecting Instructional Goals          Proficient
Your goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.

Yo

## DOMAIN 2 - THE CLASSROOM ENVIRONMENT

### 2b: Establishing a Culture for Learning          Distinguished
Students assume much of the responsibility for establishing a culture for learning in your classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. You convey a passionate commitment to the sub

Comment:

### 2a: Creating an Environment of Respect and Rapport          Basic
Interactions in your classroom are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.

## DOMAIN 3 - INSTRUCTION

## DOMAIN 4 - PROFESSIONAL RESPONSIBILITIES

### 4a: Reflecting on Teaching          Distinguished
Your reflection on the lesson is highly accurate and perceptive, citing specific examples; you draw on an extensive repertoire to suggest alternative strategies.

### 4c: Communicating with Families          Basic
You comply with school procedures for communicating with families and make an effort to engage them in the instructional program.

**SUMMARY**

**DEVELOPMENT PLANS**

**TEACHER COMMENTS**

**Teacher Acknowledgment**
I have reviewed this document and discussed the contents with the observer. My signature means that I have been advised of the contents of this observation and does not necessarily imply that I agree with the results. Individuals who wish to appeal or rebut should follow the district grievance procedures as outlined in the Professional Handbook. (See attached Grievance Procedure.)

_____

*Teacher Signature/Date*


_____

*Observer Signature/Date*

Danielson,Charlotte. "Teaching for Understanding." ASCD (1996). (Inquiry kit)

# GRIEVANCE PROCEDURE

## Definitions

A grievance shall be defined as a written allegation of unfair treatment or violation of the negotiated agreement or of school district policy.

The association or an employee of the district may file a grievance.

## Purpose

The purpose of this procedure is to secure equitable solutions to problems at the lowest possible administrative level.

## Procedure

If a grievance is initiated, the grievant shall submit the grievance in writing to his or her immediate supervisor within <u>ten (10) working days</u> of the incident giving rise to the grievance. The grievance shall state the nature of the grievance and the remedy sought.
Within <u>ten (10) working days</u> of receipt of the grievance, the immediate supervisor shall provide a written response to the grievant.

If the grievant is not satisfied with the response the immediate supervisor or if there is no response within the time lines, the grievant may appeal the grievance to the superintendent of the district or the superintendent's designee within five (5) working days of the receipt of the response within five(5) working days from the date the supervisor last had to respond if the grievant received no written response. Within six (6) working days of an appeal, the superintendent or his designee shall communicate with the grievant in an effort to resolve the appeal. Within five (5) working days of the working days of the communication, the superintendent or his designee shall provide a written response to the grievant.

If the grievant is not satisfied with the response of the superintendent or his designee, or if there is no response by the superintendent or his designee within the time frame the grievant may request a review of the grievance by a hearing panel within five (5) working days from receipt of the response if the grievant received a written response, or five (5) working days from the date the superintendent last had to respond if the grievant received no written response. Within ten (10) working days of receipt of an appeal, the board of trustees shall convene a panel consisting of three (3) persons; one (1) designated by the board of trustees, one (1) designated by the grievant, and one (1) agreed upon by the two (2) appointed members for the purpose of reviewing the appeal. Within five (5) working days following completion of the review, the panel shall submit its decision in writing to the grievant, the superintendent, and the board of trustees.

## Hearing Panel

The panel's decision shall be the final and conclusive resolution of the grievance procedure unless the board of trustees overturns the panel's decision by resolution at the board of trustees' next regularly scheduled public meeting or unless within forty-two (42) calendar days of the filing of the board's decision, either party appeals to the district court in the county where the school district is located. Upon appeal of the decision of the board of trustees, the district court may affirm or set aside and remand the matter to the board of trustees upon the following grounds, and shall not set the same aside on any other grounds:

That the findings of fact are not based on any substantial, competent evidence;

That the board of trustees has acted without jurisdiction or in excess of its power;

That the findings by the board of trustees as a matter of law do not support the decision.

## Representation

A grievant filing a grievance pursuant to this procedure shall be entitled to a representative of the grievant's choice at each step of the grievance procedure. The supervisor, superintendent, or the superintendent's designee shall be entitled to a representative at each step of the grievance procedure.

## Time Lines

The time lines of the grievance procedure may be waived or modified by mutual written agreement.

## Utilization

Utilization of the grievance procedure shall not constitute a waiver of any right of appeal available pursuant to law and regulation.

## No Reprisals

Neither the board nor any member of the administration shall take reprisals affecting the employment of any interested party.

## Personnel File

An employee of the school district shall be required to review and sign any entries made to his personnel file. At reasonable times and places, in the presence of an appropriate district official, an employee may inspect documents contained in his official personnel file.

# Lesson
# Plan
# Sheet

# Lesson Plan Sheet

Name _____ School _____

Subject _____ Grade Level _____ Date _____

1. Briefly describe the lesson plan and objectives (1a, 1c):

2. Where are you in the lesson? Is this new or review teaching? (1c)

3. What do you want the students to know or be able to do? (3a)

4. What teaching and learning activities will take place? (1e, 2c, 3c)

5. How will you check to see if students are learning? (1f)

6. What else can you tell me that would be helpful in the lesson observation? (1a, 1b, 1c)

Please have the following items available for classroom observations:

- Lesson plan book
- Grade book
- Textbook or materials

18

# Lesson
# Reflection
# Sheet

# Lesson Reflection Sheet

Name _____ School _____

Subject _____ Grade Level _____ Date _____

Lesson Topic/Concept _____
_____

1.    To what extent were students productively engaged? (4a)

2.    Did the students learn what I wanted them to learn? Were my lesson objectives/goals met? How do I know the goals were met, or when will the goals be met? (1f, 4a)

3.    Did I change my instructional plan or lesson goals as I conducted the lesson? Why or why not? (1e, 3e)

4.    What would I do differently if I taught this same lesson again to this group of students? Why? (4a)

# Domain
# Continuum

# Classroom Teacher Evaluation Form

## DOMAIN 1: PLANNING AND PREPARATION

### *Component 1 a:* Demonstrating Knowledge of Content and Pedagogy

#### PERFORMANCE CONTINUUM

| | | | | |
|---|---|---|---|---|
| **Knowledge of Content** | Teacher makes content errors or does not correct content errors students make. | Teacher displays basic content knowledge but cannot articulate connections with other parts of the disciplines. | Teacher displays solid content knowledge and makes connection between the content and other parts of the discipline and other disciplines. | Teacher displays extensive knowledge with evidence of continuing pursuit of such knowledge. |
| **Knowledge of Prerequisite Relationships** | Teacher displays little understanding of prerequisite knowledge important for student learning of the content. | Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate. | Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts. | Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding. |
| **Knowledge of Content-Related Pedagogy** | Teacher displays little understanding of pedagogical issues involved in student learning of the content. | Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions. | Pedagogical practices reflect understanding of current research on best pedagogical practice within the disciple but without anticipating student misconceptions. | Teacher displays continuing search for best practice and anticipates student misconceptions. |

## DOMAIN 1: PLANNING AND PREPARATION

### *Component 1 b*: Demonstrating Knowledge of Students

#### PERFORMANCE CONTINUUM

| | | | | |
|---|---|---|---|---|
| **Knowledge of Characteristics of Age Group** | Teacher displays minimal knowledge of developmental characteristics of age group. | Teacher displays generally accurate knowledge of developmental characteristics of age group. | Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns. | Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns. |
| **Knowledge of Students' Varied Approaches to Learning** | Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences." | Teacher displays general understanding of the different approaches to learning that students exhibit. | Teacher displays solid understanding of the different approaches to learning that different students exhibit. | Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning. |
| **Knowledge of Students' Skills and Knowledge** | Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable. | Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole. | Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge. | Teacher displays Knowledge of students' skills and knowledge for each student, including those with special needs. |
| **Knowledge of Students' Interests and Cultural Heritage** | Teacher displays little knowledge of student's interests or cultural heritage and does not indicate that such knowledge is valuable. | Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole. | Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge. | Teacher displays knowledge of the interests or cultural heritage of each student. |

14

# DOMAIN 1: PLANNING AND PREPARATION

## Component 1 c: Selecting Instructional Goals

### PERFORMANCE CONTINUUM

| | | | | |
|---|---|---|---|---|
| **Value** | Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning. | Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning. | Goals are valuable in their level of expectations. Conceptual understanding, and importance of learning. | Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.. |
| **Clarity** | Goals are either not clear or are stated student activities. Goals do not permit viable methods of assessment. | Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment | Most of the goals are clear but may include a few activities. Most permit viable methods of assessment | All the goals are clear, written in the form of student learning, and permit viable methods of assessment |
| **Suitability for Diverse Students** | Goals are not suitable for the class | Most of the goals are suitable for most students in the class. | All the goals are suitable for most students in the class. | Goals take into account the varying learning needs of individual students or groups. |
| **Balance** | Goals reflect only one type of learning and one discipline or strand. | Goals reflect several types of learning but no effort at coordination or integration. | Goals reflect several different types of learning and opportunities for integration. | Goals reflect student initiative in establishing important learning. |

## DOMAIN 1: PLANNING AND PREPARATION

## Component 1 d: Demonstrating Knowledge of Resources

### PERFORMANCE CONTINUUM

| | | | | |
|---|---|---|---|---|
| **Resources for Teaching** | Teacher is unaware of resources available through the school or district. | Teacher displays limited awareness of resources available through the school or district. | Teacher is fully aware of all resources available through the school or district. | In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or though the community. |
| **Resources for Students** | Teacher is unaware of resources available to assist students who need them. | Teacher displays limited awareness of resources available through the school or district | Teacher is fully aware of all resources available through the school or district and knows how to gain access for students | In addition to being aware of school and district resources, teacher is aware of additional resources available through the community. |

# DOMAIN 1: PLANNING AND PREPARATION

## *Component 1 e:* Designing Coherent Instruction

### PERFORMANCE CONTINUUM

| | | | | |
|---|---|---|---|---|
| **Learning Activities** | Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research | Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research. | Most of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research. | Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research. |
| **Instructional Materials and Resources** | Materials and resources do not support the instructional goals or engage students in meaningful learning. | Some of the materials and resources support the instructional goals, and some engage students in meaningful learning. | All materials and resources support the instructional goals, and most engage students in meaningful learning. | All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials. |
| **Instructional Groups** | Instructional groups do not support the instructional goals and offer no variety. | Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety. | Instructional groups are varied, as appropriate to the different instructional goals. | Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups. |
| **Lesson and Unit Structure** | The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic. | The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable. | The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable. | The lesson's or unit's structure is clear and allows for different pathways according to student needs. |

# DOMAIN 1: PLANNING AND PREPARATION

## *Component 1 f:* Assessing Student Learning

### PERFORMANCE CONTINUUM

| | | | | |
|---|---|---|---|---|
| **Congruence with Instructional Goals** | Content and methods of assessment lack congruence with instructional goals. | Some of the instructional goals are assessed through the proposed approach, but many are not. | All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others. | The proposed approach to assessment is completely congruent with the instructional goals, both in content and process. |
| **Criteria and Standards** | The proposed approach contains no clear criteria for standards. | Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students. | Assessment criteria and standards are clear and have been clearly communicated to students. | Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards. |
| **Use for Planning** | The assessment results affect planning for these students only minimally. | Teacher uses assessment results to plan for the class as a whole. | Teacher uses assessment results to plan for individuals and groups of students. | Students are aware of how they are meeting the established standards and participate in planning the next steps. |

# DOMAIN 2: THE CLASSROOM ENVIRONMENT

## Component 2 a: Creating an Environment of Respect and Rapport

### PERFORMANCE CONTINUUM

| Teacher Interaction with Students | Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher. | Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for student | Teacher-student interactions are friendly and demonstrate general warmth, caring and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher. | Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual beyond that for the role. |
|---|---|---|---|---|
| Student Interaction | Student interactions are characterized by conflict, sarcasm, or put-downs. | Students do not demonstrate negative behavior toward on another | Student interactions are generally polite and respectful. | Students demonstrate genuine caring for one another as individuals and as students. |

# DOMAIN 2: THE CLASSROOM ENVIRONMENT

## Component 2 b: Establishing a Culture for Learning

### PERFORMANCE CONTINUUM

| Importance of the Content | Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others. | Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students. | Most of the learning Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value. | Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance. |
|---|---|---|---|---|
| Student Pride in Work | Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work. | Students minimally accept the responsibility to "do good work" but invest little of their energy in the qualify of the work. | Students accept teacher insistence on work of high quality and demonstrate pride in that work. | Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers and ensuring that high-quality work is displayed. |
| Expectations For Learning And Achievement | Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement. | Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement. | Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement. | Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students. |

# DOMAIN 2: THE CLASSROOM ENVIRONMENT

## Component 2 c: Managing Classroom Procedures

## PERFORMANCE CONTINUUM

| | | | | |
|---|---|---|---|---|
| **Management of Instructional Groups** | Students not working with the teacher are not productively engaged in learning. | Task for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group. | Task for group work are organized, and groups are managed so most students are engaged at all times. | Groups working independently are productively engaged at all times, with students assuming responsibility for productivity. |
| **Management of Transitions** | Much time is lost during transitions. | Transitions are sporadically efficient, resulting in some loss of instructional time. | Transitions occur smoothly, with little loss of instructional time. | Transitions are seamless, with students assuming some responsibility for efficient operation. |
| **Management of Materials and Supplies** | Materials are handled inefficiently, resulting in loss of instructional time. | Routines for handling materials and supplies function moderately well. | Routines for handling materials and supplies occur smoothly, with little loss of instructional time. | Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation. |
| **Performance of Non-Instructional Duties** | Considerable instructional time is lost in performing non-instructional duties. | Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time. | Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time. | Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation. |
| **Supervision of Volunteers and Paraprofessionals** | Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time. | Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision. | Volunteers and paraprofessionals are productively and independently engaged during the entire class. | Volunteer and paraprofessionals make a substantive contribution to the classroom environment. |

18

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### *Component 2 d*: Managing Student Behavior

### PERFORMANCE CONTINUUM

| | | | | |
|---|---|---|---|---|
| **Expectations** | No standards of conduct appear to have been established, or students are confused as to what the standards are. | Standards of conduct appear to have been established for most situations, and most students seem to understand them. | Standards of conduct are clear to all students. | Standards of conduct are clear to all students and appear to have been developed with student participation. |
| **Monitoring of Student Behavior** | Student behavior is not monitored, and teacher is unaware of what students are doing. | Teacher is generally aware of student behavior but may miss the activities of some students. | Teacher is alert to student behavior at all times. | Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. |
| **Response to Student Misbehavior** | Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity. | Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs. | Routines for handling Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate | Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. |
| **Safety and Arrangement of Furniture** | The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both. | The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness. | The classroom is safe, and the furniture arrangement is a resource for learning activities. | The classroom is safe, and students adjust the furniture to advance their own purposes in learning. |
| **Accessibility to Learning And Use of Physical Resources** | Teacher uses physical resources poorly, or learning is not accessible to some students. | Teacher uses physical resources adequately, and at least essential learning is accessible to all students. | Teacher uses physical resources skillfully and all learning is equally accessible to all students. | Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students. |

## DOMAIN 3: INSTRUCTION

### *Component 3 a*: Communicating Clearly and Accurately

### PERFORMANCE CONTINUUM

| | | | | |
|---|---|---|---|---|
| **Directions and Procedures** | Teacher directions and procedures are confusing to students. | Teacher directions and procedures are clarified after initial student confusion or are excessively detailed. | Teacher directions and procedures are clear to students and contain an appropriate level of detail. | Teacher directions and procedures are clear to students and anticipate possible student misunderstanding. |
| **Oral and Written Language** | Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused. | Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds. | Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests. | Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson. |

# DOMAIN 3: INSTRUCTION

## *Component 3 b:* Using Questioning and Discussion Techniques

### PERFORMANCE CONTINUUM

| | | | | |
|---|---|---|---|---|
| **Quality of Questions** | Teacher's questions are virtually all of poor quality. | Teacher's questions are a combination of low and high quality. Only some invite a response. | Most of teacher's questions are of high quality. Adequate time is available for students to respond. | Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. |
| **Discussion Techniques** | Interaction between teacher and students is predominately recitation style, with teacher mediating all questions and answers. | Teacher makes some attempt to engage students in a true discussion, with uneven results. | Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side. | Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. |
| **Student Participation** | Only a few students participate in the discussion. | Teacher attempts to engage all students in the discussion, but with only limited success. | Teacher successfully engages all students in the discussion. | Students themselves ensure that all voices are heard in the discussion. |

# DOMAIN 3: INSTRUCTION

## *Component 3 c:* Engaging Students in Learning

### PERFORMANCE CONTINUUM

| | | | | |
|---|---|---|---|---|
| **Representation of Content** | Representation of content is inappropriate and unclear or uses poor examples and analogies. | Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow. | Representation of content is appropriate and links well with students' knowledge and experience. | Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content. |
| **Activities and Assignments** | Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally. | Some activities and assignments are appropriate to students and engage them mentally, but others do not; | Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them. | All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding. |
| **Grouping of Students** | Instructional groups are inappropriate to the students or to the instructional goals. | Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson. | Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson. | Instructional groups are productively and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding. |
| **Instructional Materials and Resources** | Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally. | Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate. | Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson. | Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes. |

28

| Structure and Pacing | The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both. | The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. | The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is inconsistent. | The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students. |
|---|---|---|---|---|

## DOMAIN 3: INSTRUCTION

### Component 3 d: Providing Feedback to Students

### PERFORMANCE CONTINUUM

| Quality: Accurate, Substantive Constructive, and Specific | Feedback is either not provided or is of uniformly poor quality. | Feedback is inconsistent in quality. Some elements of high quality are present, others are not | Feedback is consistently high quality. | Feedback is consistently high quality. Provision is made for students to use feedback in their learning. |
|---|---|---|---|---|
| Timeliness | Feedback is not provided in a timely manner. | Timeliness of feedback is inconsistent. | Feedback is consistently provided in a timely manner. | Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning. |

## DOMAIN 3: INSTRUCTION

### Component 3 e: Demonstrating Flexibility and Responsiveness

### PERFORMANCE CONTINUUM

| Lesson Adjustment | Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson. | Teacher attempts to adjust a lesson, with mixed results. | Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. | Teacher successfully makes a major adjustment to a lesson. |
|---|---|---|---|---|
| Response to Students | Teacher ignores or brushes aside students' questions or interests. | Teacher attempts to accommodate students' questions or interests. The effects of the coherence of a lesson are uneven. | Teacher successfully accommodates students' questions or interests. | Teacher seizes a major opportunity to enhance learning, building on a spontaneous event. |
| Persistence | When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success. | Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use. | Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies. | Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school. |

# DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

## Component 4 a: Reflecting on Teaching

### PERFORMANCE CONTINUUM

| | | | | |
|---|---|---|---|---|
| **Accuracy** | Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson. | Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met. | Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment. | Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each. |
| **Use in Future Teaching** | Teacher has no suggestions for how a lesson may be improved another time. | Teacher makes general suggestions about how a lesson may be improved. | Teacher makes a few specific suggestions of what he may try another time. | Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, successes of different approaches. |

# DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

## Component 4 b: Maintaining Accurate Records

### PERFORMANCE CONTINUUM

| | | | | |
|---|---|---|---|---|
| **Student Completion of Assignments** | Teacher's system for maintaining information on student completion of assignments is in disarray. | Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective. | Teacher's system for maintaining information on student completion of assignments is fully effective. | Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records. |
| **Student Progress in Learning** | Teacher has no system for maintaining information on student progress in learning, or the system is in disarray. | Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective. | Teacher's system for maintaining information on student progress in learning is effective. | Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records. |
| **Noninstructional Records** | Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion. | Teacher's records for noninstructional activities are adequate, but they require frequent monitoring to avoid error. | Teacher's system for maintaining information on noninstructional activities is fully effective. | Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance. |

# DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

## Component 4 c: Communicating with Families

### PERFORMANCE CONTINUUM

| | | | | |
|---|---|---|---|---|
| **Information about the Instructional Program** | Teacher provides little information about the instructional program to families. | Teacher participates in the school's activities for parent communication but offers little additional information. | Teacher provides frequent information to parents, as appropriate, about the instructional program. | Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families. |
| **Information about Individual Students** | Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students. | Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal. | Teacher communicates with parent about students' progress on a regular basis and is available as needed to respond to parent concerns. | Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity. |
| **Engagement of Families in the Instructional Program** | Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate. | Teacher makes modest and inconsistently successful attempts to engage families in the instructional program. | Teacher's efforts to engage families in the instructional program are frequent and successful. | Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation. |

# DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

## Component 4 d: Contributing to the School and District

### PERFORMANCE CONTINUUM

| | | | | |
|---|---|---|---|---|
| **Relationships with Colleagues** | Teacher's relationship with colleagues are negative or self-serving. | Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires. | Support and cooperation characterize relationships with colleagues. | Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty. |
| **Service to the School** | Teacher avoids becoming involved in school events. | Teacher participates in school events when specifically asked. | Teacher volunteers to participate in school events, making a substantial contribution. | Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life. |
| **Participation in School and District Projects** | Teacher avoids becoming involved in school and district projects. | Teacher participates in school and district projects when specifically asked. | Teacher volunteers to participate in school and district projects, making a substantial contribution. | Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project. |

# DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

## *Component 4 e*: Growing and Developing Professionally

### PERFORMANCE CONTINUUM

| | | | | |
|---|---|---|---|---|
| **Enhancement of Content Knowledge and Pedagogical Skill** | Teacher engages in no professional development activities to enhance knowledge or skill | Teacher maintains cordial Teacher participates in professional activities to a limited extent when they are convenient. | Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. | Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom. |
| **Service to the Profession** | Teacher makes no effort to share knowledge with others or to assume professional responsibilities. | Teacher finds limited ways to contribute to the profession. | Teacher participates actively in assisting other educators. | Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations. |

# DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

## *Component 4 f*: Showing Professionalism

### PERFORMANCE CONTINUUM

| | | | | |
|---|---|---|---|---|
| **Service to Students** | Teacher is not alert to students' needs | Teacher attempts to serve students are inconsistent. | Teacher is moderately active in serving students. | Teacher is highly proactive in serving students, seeking out resources when necessary. |
| **Advocacy** | Teacher contributes to school practices that result in some students being ill served by the school. | Teacher does not knowingly contribute to some students being ill served by the school. | Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed. | Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school. |
| **Decision Making** | Teacher makes decisions based on self-serving interests. | Teacher's decisions are based on limited though genuinely professional considerations. | Teacher maintains an open mind and participates in team or departmental decision making. | Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. |

# Domains
# At A Glance

# PAthwise™
Comprehensive Professional Development

# COMPONENTS OF PROFESSIONAL PRACTICE

## DOMAIN 1: PLANNING AND PREPARATION

**1a: Demonstrating Knowledge of Content and Pedagogy**
Knowledge of content
Knowledge of prerequisite relationships
Knowledge of content-related pedagogy

**1b: Demonstrating Knowledge of Students**
Knowledge of characteristics of age group
Knowledge of students' varied approaches to learning
Knowledge of students' skills and knowledge
Knowledge of students' interests and cultural heritage

**1c: Selecting Instructional Goals**
Value
Clarity
Suitability for diverse students
Balance

**1d: Demonstrating Knowledge of Resources**
Resources for teaching
Resources for students

**1e: Designing Coherent Instruction**
Learning activities
Instructional materials and resources
Instructional groups
Lesson and unit structure

**1f: Assessing Student Learning**
Congruence with instructional goals
Criteria and standards
Use for planning

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

**2a: Creating an Environment of Respect and Rapport**
Teacher interaction with students
Student interaction

**2b: Establishing a Culture for Learning**
Importance of content
Student pride in work
Expectations for learning and achievement

**2c: Managing Classroom Procedures**
Management of instructional groups
Management of transitions
Management of materials and supplies
Performance of noninstructional duties
Supervision of volunteers and paraprofessionals

**2d: Managing Student Behavior**
Expectations
Monitoring of student behavior
Response to student misbehavior

**2e: Organizing Physical Space**
Safety and arrangement of furniture
Accessibility to learning and use of physical resources

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

**4a: Reflecting on Teaching**
Accuracy
Use in future teaching

**4b: Maintaining Accurate Records**
Student completion of assignments
Student progress in learning
Noninstructional records

**4c: Communicating with Families**
Information about the instructional program
Information about individual students
Engagement of families in the instructional program

**4d: Contributing to the School and District**
Relationships with colleagues
Service to the school
Participation in school and district projects

**4e: Growing and Developing Professionally**
Enhancement of content knowledge and pedagogical skill
Service to the profession

**4f: Showing Professionalism**
Service to students
Advocacy
Decision making

## DOMAIN 3: INSTRUCTION

**3a: Communicating Clearly and Accurately**
Directions and procedures
Oral and written language

**3b: Using Questioning and Discussion Techniques**
Quality of questions
Discussion techniques
Student participation

**3c: Engaging Students in Learning**
Representation of content
Activities and assignments
Grouping of students
Instructional materials and resources
Structure and pacing

**3d: Providing Feedback to Students**
Quality: accurate, substantive, constructive, and specific
Timeliness

**3e: Demonstrating Flexibility and Responsiveness**
Lesson adjustment
Response to students
Persistence

ETS Educational Testing Service

Teaching and Learning

25

# Logs
# And
# Records

# Classroom Observation Record

Name _____     School _____

Grade Level _____     Subject _____

Observer Name _____     Position Name _____

Date _____     School Year _____

| Component 2a: Creating an Environment of Respect and Rapport | Component 3a: Communicating Clearly and Accurately |
| --- | --- |
| Component 2b: Establishing a Culture for Learning | Component 3b: Using Questioning and Discussion Techniques |
| Component 2c: Managing Classroom Procedures | Component 3c: Engaging Students in Learning |
| Component 2d: Managing Student Behavior | Component 3d: Providing Feedback to Students |
| Component 2e: Organizing Physical Space | Component 3e: Demonstrating Flexibility and Responsiveness |

# Family Contact Log

Name _____

School _____    School Year _____

| Date | Person Contacted | Type of Contact (in person, phone) | Purpose | Outcome |
|------|------------------|-----------------------------------|---------|---------|
|      |                  |                                   |         |         |
|      |                  |                                   |         |         |
|      |                  |                                   |         |         |
|      |                  |                                   |         |         |
|      |                  |                                   |         |         |
|      |                  |                                   |         |         |
|      |                  |                                   |         |         |
|      |                  |                                   |         |         |
|      |                  |                                   |         |         |
|      |                  |                                   |         |         |
|      |                  |                                   |         |         |
|      |                  |                                   |         |         |
|      |                  |                                   |         |         |
|      |                  |                                   |         |         |
|      |                  |                                   |         |         |